

Restraint and Seclusion of Students Annual Report SY 2018-19

The Loudoun County Public Schools (LCPS) Department of Pupil Services promotes a Multi-Tiered System of Supports (MTSS) for all students through universal, targeted, and intensive interventions. These interventions include and are not limited to Positive Behavioral Interventions and Supports, social/emotional support through unified mental health teams, and individualized behavior plans. The MTSS framework provides the foundation that fosters safe and supportive learning environments for all students and staff. In situations where a student's behavior poses a threat of imminent danger or serious physical harm to self or others, LCPS authorizes the use of restraint and seclusion as last resort emergency procedures. Pupil Services provides training, support, and monitoring of the use of restraint and seclusion to schools in effort to eliminate the use of these last resort emergency procedures.

Adopted in January 2019, Policy 5345 *Restraint and Seclusion of Students* requires an annual report of restraint and seclusion quantitative data. Pursuant to Policy 5345, this report contains the total number of physical restraint and seclusion instances as reported by schools, and information regarding employee training for school year 2018-19. The quantitative restraint and seclusion data are reported in the same format as reported to the U.S. Department of Education Office for Civil Rights.

Annual Employee Training

All LCPS employees have the responsibility for understanding and complying with policies and regulations related to the appropriate response to student behavior. Each school must have a team that includes members who are trained in the use of physical restraint and seclusion. The school-based team is comprised of administrative and instructional personnel including staff, who by reason of their training and job responsibilities, work with students who exhibit challenging behavior or have the potential to engage in dangerous conduct. Listed below is an overview of the training that is provided to administrative and instructional personnel on an annual basis.

- Policy and Regulation 5345 Restraint and Seclusion of Students: Special education teachers, teacher assistants, behavior assistants, special education deans, administrators and any staff member on the school-based behavior intervention team complete self-paced modules and the corresponding assessment. The behavior intervention team includes positions listed above as well as general education teachers and other designated staff which may also include school counselors.
- The MANDT System - Relational and Technical: This system uses a trauma-informed approach to teach staff to build positive relationships with students, use effective verbal and nonverbal communication skills, manage personal emotional response to challenging student behavior, verbally de-escalate potentially aggressive situations, and utilize physical techniques and restraint to intervene to prevent imminent danger or serious physical harm to self or others.

- The MANDT System - Relational and Technical (continued):
 - Select employees who work with students that exhibit challenging behavior or have the potential to engage in dangerous conduct receive annual Mandt training. These employee positions include special and general education teachers; school-based, central office, and transportation administrators; teacher assistants; behavior assistants; bus drivers; bus attendants; deans; behavior intervention team members; and pupil services staff.
- UKERU Crisis Management System: Training that uses a trauma-informed approach to resolve conflict as well as physical techniques and cushioned blocking pads to manage physically aggressive behavior.
 - Select employees who work with students that exhibit challenging behavior or have the potential to engage in dangerous conduct receive annual Ukeru training. These employee positions include special and general education teachers; school-based, central office, and transportation administrators; teacher assistants; behavior assistants; deans; behavior intervention team members; and pupil services staff. Bus drivers and bus attendants are trained to use only the flex pad to address self-injurious behavior.
- Virginia Commonwealth University's Autism Center for Excellence: Safety for All: Autism Training for Transportation Staff: LCPS has partnered with VCU to provide various workshops for staff that support students with autism. Pupil Services Office of Special Education collaborates with the Support Services Division of Transportation to facilitate group discussions after viewing videos that highlight the characteristics of autism, positive behavior supports, bullying, unexpected changes, restraint and seclusion, collaboration, and strategies that bus drivers and bus attendants can use. Participants include bus drivers, bus attendants, lead drivers, and transportation administrators.
- Documentation of Restraint and/or Seclusion: The restraint incident report and seclusion incident report forms are included as a section of Regulation 5345. The incident report forms capture information described within the regulation. Administrators and designees provided access to the Phoenix Student Information System are trained and required to input information to document the use of restraint or seclusion. The incident report form is kept within the student record and is provided to the parent/guardian.

Restraint and Seclusion Data Summary 2018-19

Definitions:

- Mechanical Restraint is the use of any material or equipment to restrict a student's freedom of movement. This term does not include devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used with parental consent and are for the specific and approved purposes for which such devices were designed.
 - The mechanical restraints reported document when a student has been handcuffed by law enforcement and no arrest was made.

Definitions (continued):

- Physical Restraint is a personal restriction that immobilizes or reduces the ability of a student to move freely.
- Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving until the student no longer presents imminent danger to self or others.

Table 1: Number of students restrained by law enforcement and no arrest was made.

- Number of non-IDEA K-12 students mechanically restrained disaggregated by race, gender, disability-504 only, and English Language Learner (ELL)
- Number of K-12 students with disabilities (IDEA) mechanically restrained disaggregated by race, gender, and English Language Learner (ELL)

Mechanical Restraint Student Count				
	Without Disability	IDEA	504	ELL
White Male	0	1	0	0
Asian Male	0	1	0	0
Totals	0	2	0	0

Table 2: Number of students physically restrained.

- Number of non-IDEA K-12 students physically restrained disaggregated by race, gender, disability-504 only, and English Language Learner (ELL)
- Number of K-12 students with disabilities (IDEA) physically restrained disaggregated by race, gender, and English Language Learner (ELL)

Physical Restraint Student Count				
	Without Disability	IDEA	504	ELL
Asian Male	0	1	0	0
Asian Female	0	2	0	0
Black Male	0	4	0	0
Hispanic Male	0	4	0	2
White Male	1	9	0	1
Totals	1	20	0	3

Table 3: Number of students secluded.

- Number of non-IDEA K-12 students secluded disaggregated by race, gender, disability-504 only, and English Language Learner (ELL)
- Number of K-12 students with disabilities (IDEA) secluded disaggregated by race, gender, and English Language Learner (ELL)

Seclusion Student Count				
	Without Disability	IDEA	504	ELL
Asian Male	0	1	0	1
Black Male	0	4	0	0
Hispanic Male	0	4	0	1
Multi-Racial Male	0	2	0	0
Pacific Islander Male	0	2	0	0
White Male	0	11	0	1
Totals	0	24	0	3

Table 4: Number of instances of mechanical restraint, physical restraint, and seclusion.

- Number of instances of mechanical restraint, physical restraint, and seclusion disaggregated by students without disabilities, students with disabilities-IDEA, and students with disabilities-504 only

Mechanical Restraint Count of Instances		
Students without Disabilities	Students with Disabilities-IDEA	Students with Disabilities-504
0	2	0
Physical Restraint Count of Instances		
Students without Disabilities	Students with Disabilities-IDEA	Students with Disabilities-504
1	25	0
Seclusion Count of Instances		
Students without Disabilities	Students with Disabilities-IDEA	Students with Disabilities-504
0	57	0